Using the WIDA Reports & WIDA Assessments for New Test Administrators

Jennifer Paul, EL Assessment Consultant,
Michigan Department of Education,
paulj@michigan.gov

Jason Kolb, WIDA Analyst,
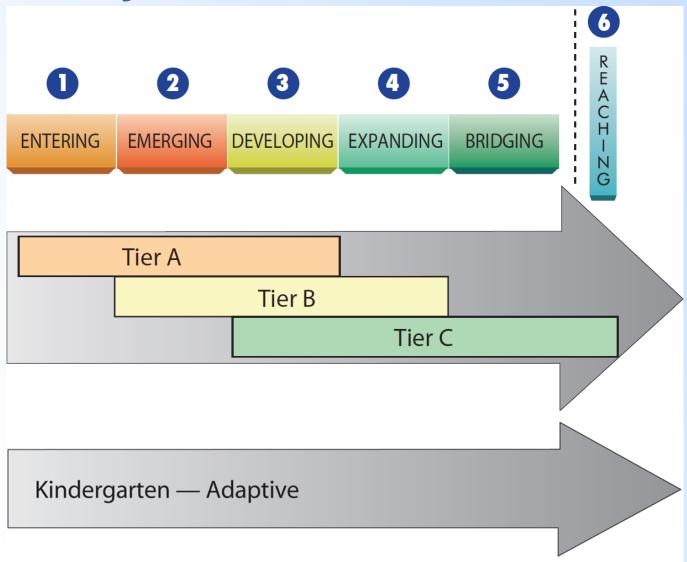Michigan Department of Education,
kolbj1@michigan.gov

Training Objectives

- Review the purpose and structure of ACCESS for ELLs

- Learn how to interpret the ACCESS for ELLs scores

- Learn how to read and understand the ACCESS for ELLs score reports

- Understand the implications of ACCESS for ELLs scores for school/district programs

Review: Purposes of ACCESS for ELLs

- Monitor the progress of ELLs' **English language proficiency** in grade levels K-12 on a yearly basis

- Establish when ELLs have attained English language proficiency (ELP) according to Michigan's criteria (See Michigan's Entrance & Exit Protocol at www.michigan.gov/wida)

- Inform classroom instruction and assessment

- Provide reliable and valid data for accountability and other decision-making

Test Alignment with Proficiency Levels

The WIDA ELD Standards

Standard 1 – Social & Instructional Language (SIL)

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts (LoLA)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics (LoMA)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.
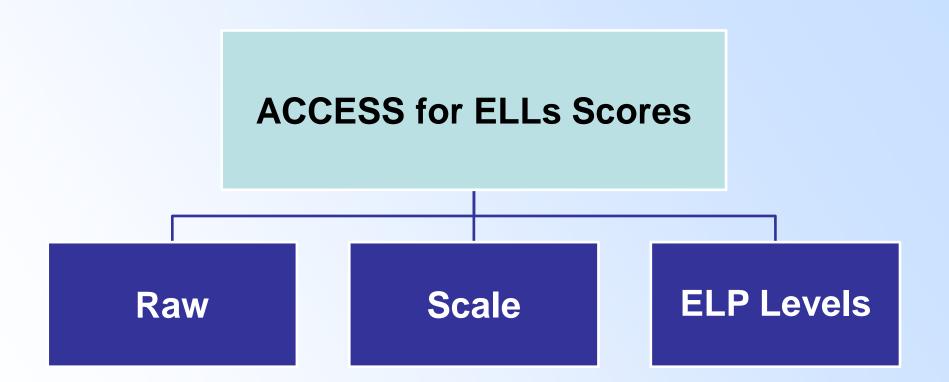
Standard 4 – Language of Science (LoSC)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.
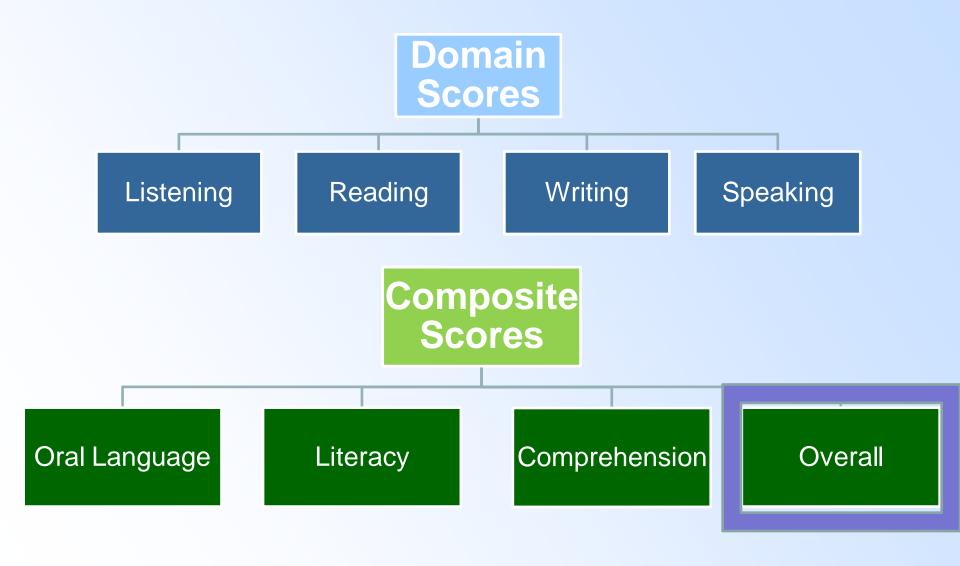
Standard 5 – Language of Social Studies (LoSS)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Types of Scores

ACCESS for ELLs Scores

Raw

Scale

ELP Levels

ACCESS for ELLs Scores

Composite Scores

Oral Language Score	=	**Listening (50%)**	+	**Speaking (50%)**
Literacy Score	=	**Reading (50%)**	+	**Writing (50%)**
Comprehension Score	=	**Listening (30%)**	+	**Reading (70%)**
Overall Score	=	**Listening (15%)** / **Reading (35%)**	+	**Speaking (15%)** / **Writing (35%)**

Scale Scores

- Range from 100 to 600 (above 500 is rare)

- Vertically-equated scale (all grades and test forms)

- Each domain has its own scale

- Scale scores do take differences into account (e.g., assessment tasks taken by students in the grade 9-12 cluster are more challenging than the assessment tasks taken by students in the grade 1-2 cluster)

Proficiency Level Scores

Proficiency Level Scores are reported in terms of the six proficiency levels defined in the WIDA Standards

- Comprised of a whole number and a decimal, e.g. 2.5

  - The whole number indicates the proficiency level into which the student's scale score places him or her (e.g. 2 = Emerging*)

  - The decimal indicates how far, in tenths, the student's scale score places him or her between the lower and the higher cut score of the proficiency level (e.g. 2.5 = 5/10 or ½ of the way between the cut score for level 2 and level 3)

Scale Scores Compared to Proficiency Level Scores

- Scale scores are **interpreted** differently (i.e., has different proficiency level scores) based on a student's grade level

- Proficiency Level scores correspond to different scale scores based on a student's grade level

Score Report Discussion

- WIDA Provides the following score reports:

    1. Parent/Guardian Report

    2. Teacher Report

    3. Student Roster Report

    4. School Frequency Report & District Frequency Report

Guiding Questions for Score Reports

- What is the purpose of the report?

- What data are available?

- What does the data tell you?

- How can you use the data?

ACCESS Score Report Debrief

Which scores might best inform instruction?
Why? How?

Which scores help in (re)designing support services?
Why? How?

ACCESS for ELLs Interpretive Guide

- The *ACCESS for ELLs Interpretive Guide for Score Reports* contains detailed information on the use of scores from this assessment.

- Download the document from www.wida.us.

What does the Parent/Guardian Report tell us?

The Parent/Guardian Report contains individual student data.

Score Report	Audience or Stakeholder	Types of Information
Parent/Guardian	- Students - Parents/ Guardians - Teachers - School Teams	Individual student's Overall Score and levels of English language proficiency for language domains (Listening, Speaking, Reading, and Writing) and Comprehension

Parent/Guardian Report

- Student's parent or guardian gets the report
- Provided in English
    - Translations of the report are available in other languages (visit www.wida.us/translations)
    - Generated translated copies of the report are available from MetriTech (contact 800-747-4868, wida@metritech.com to request access)
- A sample parent letter to accompany the reports in is recommended by MDE
    - A sample letter is available at www.wida.us
- Other stakeholders – student, teachers, school teams

WiDA CONSORTIUM ®

ACCESS for ELLs® English Language Proficiency Test

Parent/Guardian Report

District:	Sample District	Student:	Lastname, First 14	
School:	Sample ES 2	State ID:	222222222	District ID:
Grade:	1	Birth Date:	07/18/2005	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Demographic Information About the Student

Student's English Language Proficiency Level

Test Section	1 – Entering	2 – Emerging	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening						
Speaking						
Reading						
Writing						
Oral Language [A] (Listening and Speaking)						
Literacy [B] (Reading and Writing)						
Comprehension [C] (Listening and Reading)						
Overall Score [D] (Listening, Speaking, Reading, and Writing)						

Student's ELP Level by Domain

Oral Language Score

Literacy Score

Comprehension Score

Overall Score

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Oral Language – 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections B – Literacy – 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections C – Comprehension Score – 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

Description of the ELP Levels

What does the Teacher Report tell us?

The Teacher Report contains individual student data.

Score Report	Audience or Stakeholder	Types of Information
Teacher	▪ Teachers ▪ Administrators	Individual student's scale scores and proficiency levels for each language domain, Oral Language, Literacy, Comprehension, and Overall Score; raw scores for Comprehension Tasks, Speaking, and Writing Tasks by English language proficiency standard

Teacher Report

- Individual report components offer a starting point for informing the areas of curriculum, instruction and assessment of ELL's.

  - Suggestions for the differentiation across levels of language proficiency can be found in the strands of the model performance indicators.

- Rubrics in the *Interpretive Guide* –Writing and Speaking – useful for classroom instruction and assessment

Teacher Report

WIDA CONSORTIUM

Teacher Report

District: Sample District		Student: Lastname, First 1	
School: Sample ES 2		State ID: 123456789	District ID:
Grade: 5	Tier: C	Grade Level Cluster: 3-5	Birth Date: 01/29/2002

Demographic Information About the Student

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Student's Scale Score by Domain

Student's Scale Composite Scores

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band (See Interpretive Summary for definitions)	Proficiency Level (Possible 1.0 - 6.0)
Listening	372	336 |---♦--|408	5.1
Speaking	345	310|--♦---|380	3.8
Reading	351	330|-♦-|372	4.3
Writing	371	356|-♦|386	4.7
Oral Language[A]	359	335|-◊--|383	4.5
Literacy[B]	361	347|-◊|375	4.6
Comprehension[C]	357	337|-◊-|377	4.9
Overall Score[D] (Composite)	360	348|-◊|372	4.6

Student's ELP Level by Domain

Student's Composite Proficiency Level Scores

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

Student's Comprehension by Standard

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language	2	6
Language of Language Arts	9	12
Language of Mathematics	5	12
Language of Science	5	9
Language of Social Studies	4	9

SPEAKING TASKS

English Language Development Standards (Score based on # of tasks student met or exceeded)	Raw Score	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	3	5
Mathematics/Science	4	5

Student's Speaking Performance by Standard

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

Student's Writing Performance by Standard

English Language Development Standards (Scores based on writing rubric)	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	3	6	4	6	3	6
Language Arts		0		0		0
Mathematics & Science	3	6	3	6	3	6
Language Arts & Social Studies	4	6	3	6	3	6

Description of Proficiency Levels

1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
2 Emerging – Knows and uses some social English and general academic language with visual and graphic support
3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
4 Expanding – Knows and uses social English and some technical academic language
5 Bridging – Knows and uses social English and academic language working with grade level material
6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Description of the ELP Levels

Teacher Report (top)

District: Sample District	Student: Lastname, First 1	
School: Sample ES 2	State ID: 123456789	District ID:
Grade: 5 Tier: C Grade Level Cluster: 3-5	Birth Date: 01/29/2002	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions	Proficiency Level (Possible 1.0 - 6.0)
Listening	372	336 |---♦--| 408	5.1
Speaking	345	310 |--♦---| 380	3.8
Reading	351	330 |-♦-| 372	4.3
Writing	371	356 |-♦| 386	4.7
Oral Language[A]	359	335 |-◇--| 383	4.5
Literacy[B]	361	347 |-◇| 375	4.6
Comprehension[C]	357	337 |-◇-| 377	4.9
Overall Score[D] (Composite)	360	348 |-◇| 372	4.6

Confidence Band scale markers: 100, 200, 300, 400, 500, 600

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Teacher Report (bottom)

Raw Scores by Standard

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language	2	6
Language of *Language Arts*	9	12
Language of *Mathematics*	5	12
Language of *Science*	5	9
Language of *Social Studies*	4	9

SPEAKING TASKS

English Language Development Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	3	5
Mathematics/Science	4	5

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	3	6	4	6	3	6
Language Arts		0		0		0
Mathematics & Science	3	6	3	6	3	6
Language Arts & Social Studies	4	6	3	6	3	6

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Emerging – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Teacher Report

Writing Tasks

Writing raw scores are presented by standard next to the maximum number of points for the given standard(s) and scoring category reported

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	3	6	4	6	3	6
Language Arts		0		0		0
Mathematics & Science	3	6	3	6	3	6
Language Arts & Social Studies	4	6	3	6	3	6

This is a Tier C writing sample from the 3-5 cluster

What does the Student Roster Report tell us?

The Student Roster Report lists the scale scores and proficiency levels for a group (or class) of students.

Score Report	Audience or Stakeholder	Types of Information
Student Roster	▪ Teachers ▪ Program Coordinators/ Directors ▪ Administrators	Scale scores and proficiency levels for each language domain, Oral Language, Literacy, Comprehension, and the Overall Score by school, grade, student, Tier, and grade level cluster

Student Roster Report

- District administrators may examine scores to detect patterns.
  - To what extent are there differences in student performance between the language domains?
  - Are these differences attributed to second language development or delivery of instructional services?

- Development of school improvement plans for ELs; development of school staffing plans and scheduling
  - Provides a starting point for grouping students for services

Student Roster Report

WiDA® CONSORTIUM

ACCESS for ELLs® English Language Proficiency Test

District: Sample District
School: Sample ES 2
Grade: 2

STUDENT ROSTER REPORT

STUDENT NAME / STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
Lastname, First 16 / 222222222	C	1-2	383	6.0	391	6.0	365	6.0	309	3.7	387	6.0	337	5.3	370	6.0	352	5.8
Lastname, First 17 / 123456789	B	1-2	324	5.0	391	6.0	296	3.6	273	2.7	358	5.6	285	2.9	304	3.9	306	3.6
Lastname, First 18 / 222222222	B	1-2	324	5.0	324	3.1	312	5.0	273	2.7	324	3.9	293	3.3	316	5.0	302	3.5

Tier

Cluster

Scale Score and ELP Level by Domain

Scale Score and ELP Level by Composite: Oral Language, Literacy, Comprehension and Overall

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

What does the School Frequency Report tell us?

The School Frequency Report lists the numbers of students tested in each domain of ACCESS by grade level within a school.

Score Report	Audience or Stakeholder	Types of Information
School Frequency	▪ Program Coordinators/ Directors ▪ Administrators	Number of students and percent of total tested for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grade levels within a school

School Frequency Report

- Indicates number of students and percent of total tested for language domains (including range of scaled scores), Comprehension, Oral Language, and Literacy by proficiency levels for grade levels within a school.

- Results should not be generalized and need to be contextualized in order to provide meaningful information on curricular, instructional or assessment decisions.

- School Frequency Reports for two consecutive years provide cross-sectional data.

- In communicating results of this report, use both the numbers and their corresponding percents. If numbers are low, the percent may appear distorted if shown in isolation.

- Use the information contained in the report to gain a sense of the school-wide effort in educating English language learners.

School Frequency Report

Number of Students Tested who scored at each ELP level by Domain and Composite

% of Total Students Tested who scored at each ELP level by Domain and Composite

ACCESS for ELLs® English Language Proficiency Test

SCHOOL FREQUENCY REPORT

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy		Comprehension		Overall Score	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	4	22%	4	22%	0	0%	0	0%	2	11%	3	17%	1	6%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	17%	6	33%	6	33%	10	56%	7	39%	9	50%	4	22%	8	44%
4 – Expanding Knows and uses social English and some technical academic language	4	22%	1	6%	0	0%	7	39%	4	22%	5	28%	5	28%	5	28%
5 – Bridging Knows and uses social English and academic language working with grade	7	39%	4	22%	7	39%	1	6%	4	22%	2	11%	5	28%	4	22%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	4	22%	3	17%	1	6%	0	0%	3	17%	0	0%	1	6%	0	0%
Highest Score	443		416		411		409									
Lowest Score	361		329		335		349									
Total Tested:	18															

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Highest & Lowest Scores

Total Tested

What does the District Frequency Report tell us?

The District Frequency Report lists the numbers of students tested in each domain of ACCESS by grade level within a district.

Score Report	Audience or Stakeholder	Types of Information
District Frequency	▪ Program Coordinators/ Directors ▪ Administrators ▪ Boards of Education	Number of students and percent of total tested for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grade levels within a district

District Frequency Report

- Audience includes Program Coordinators, Boards of Education, and Administrators.

- Indicates number of students and percent of total tested for language domains (including the range of scale scores), Comprehension, Oral Language, and Literacy by proficiency levels for grade levels within a district.

- Data can be graphically displayed in various forms.

- Information will be useful in planning, designing, or restructuring program services.

- Based on an individual state's criteria for "attainment" of English language proficiency and its definition of cohort groups, this report may serve as a district's estimate of the number and/or percent of students who have met that criterion for Annual Measurable Achievement Objectives (AMAOs).

District Frequency Report

ACCESS for ELLs® English Language Proficiency Test

Number of Students Tested who scored at each ELP level by Domain and Composite

% of Total Students Tested who scored at each ELP level by Domain and Composite

DISTRICT FREQUENCY REPORT

Highest & Lowest Scores

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	5%	3	14%	1	5%	1	5%	1	5%	0	0%	1	5%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	2	10%	3	14%	5	24%	2	10%	1	5%	3	14%	6	29%	3	14%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	14%	6	29%	3	14%	1	5%	6	29%	3	14%	5	24%	4	19%
4 – Expanding Knows and uses social English and some technical academic language	3	14%	0	0%	1	5%	10	48%	2	10%	8	38%	1	5%	5	24%
5 – Bridging Knows and uses social English and academic language working with grade level material	7	33%	6	29%	7	33%	7	33%	6	29%	4	19%	5	24%	5	24%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	6	29%	5	24%	2	10%	0	0%	5	24%	2	10%	4	19%	3	14%
Highest Score	434		403		421		378									
Lowest Score	276		260		270		256									
Total Tested:	21															

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Total Tested

Scoring Caps

- Kindergarten form of ACCESS for ELLs:

  - Maximum overall English language proficiency level that a student taking the test can receive is 6.0.

- Grades 1-12 forms of ACCESS for ELLs:

  - Tier A scores for the language domains of **Listening** and **Reading** (and the Comprehension composite) are capped at 4.0.

  - Tier B scores for the language domains of **Listening** and **Reading** (and the Comprehension composite) are capped at 5.0.

Facts about ACCESS Cut Scores

- The ACCESS for ELLs test uses cut scores to create benchmarks for denoting progress and movement from one proficiency level to another.

- Changes in proficiency level cut scores account for both **maturational** and **language** proficiency growth of ELs.

- Cut scores show progress by **grade level** (not by grade level **cluster**) for each language domain.

Scoring: Grade Level Cut Scores

Q: **For example, with the 3–5 test, are 3rd graders scored the same as 5th graders?**

A: ACCESS for ELLs is not a norm-referenced test, and therefore, does not produce student scores referenced to a norm group. It is a criterion-referenced test, which is scored against the language proficiency standards and shows where students are on the language proficiency continuum. There is one set of standards for the grade level cluster 3–5, and one scale score range across all the grade levels. However, the proficiency level score is an *interpretation* of the meaning of the scale score. The interpretation is based on the grade level a student is in when ACCESS for ELLs is taken, rather than on the grade level cluster.

Use of Proficiency Levels Based on Grade Level Cut Scores

- Provides a more precise measurement of ELLs' annual progress in English language proficiency.

- Helps create a trajectory of estimated student growth, in any one or combination of language domains, from year to year.

- Facilitates articulation from grade to grade, and teacher to teacher, of the status of ELLs.

- Helps in the calculation of Annual Measurable Achievement Objectives (AMAOs). States with at least three consecutive years of data can establish trends.

Example: Scale Score of 350

Grades	Domain	Scores	
		Scale Score	**Proficiency Level**
3	Overall	350	5.1
4	Overall	350	4.6
5	Overall	350	4.0

Example: Proficiency Level of 5.0

Grades	Domain	Scores	
		Scale Score	**Proficiency Level**
3	Overall	347	5.0
4	Overall	359	5.0
5	Overall	369	5.0

Interpreting
ACCESS for ELLs Scores
for Instructional Purposes

How do we use ACCESS Scores?

- Standards-based results help inform curriculum, instruction and assessment of ELs

- **Overall Composite Score:** summarizes student's global language proficiency

- **Domain subscale scores:** allow for examination of strengths and weakness by domain

- **Raw scores:** allow for examination of strengths and weaknesses by content area language

- **Individual report components:** offer a starting point for differentiating instruction and assessment

- The **Writing and Speaking Rubrics** in the Interpretive Guide provide criteria within rubrics to scaffold across the levels of language proficiency and may be used in assessing classroom tasks and projects throughout the year

Communication of Data from the Reports

- No single score or language proficiency level should be used as the sole criteria for making decisions regarding a student's English language proficiency.

- Sharing student information from score reports is encouraged for all educators who work with English language learners.

- Data in the reports need to be contextualized to be meaningful; include both historical and demographic information on the students when presenting the results.

- When disseminating information on the students' language, refer to criteria in the speaking and writing rubrics.

- Performance Definitions and CAN DO Descriptors (on upcoming slides) may help further explain student expectations at each level of English language proficiency.

Communication of Data from the Reports

- Each language domain has its own scale and cannot be compared across Listening, Speaking, Reading, and Writing domains.

  - Proficiency Levels (as scale score interpretations) may be used to make comparisons between language domains.

- Scale scores for Oral Language, Literacy, Comprehension, and the Overall Score are weighted.

  - Research shows that literacy skills are better predictors of academic success than oral language skills alone.

- A student's progress or growth in English language proficiency can only be determined when two or more consecutive years of data are available.

- MPIs associated with the ELD standards of the specific grade level cluster as well as additional student work samples may be helpful in targeting instruction and classroom assessment.

Programmatic Implications of ACCESS for ELLs Scores

Programmatic Implications
High Scores

High scores (Levels 5–6) may indicate a need for Monitoring or Targeted Support. School teams should consider:

- Is it appropriate to exit the student from EL services? Does this student have the language skills necessary to access the content in the mainstream classroom without additional language support services? What additional evidence is needed to make a determination?

- Is the student's English proficiency weak in a particular language domain (e.g., Writing)?

- Is the student's English proficiency weak in a particular standard area (e.g., the language of Social Studies)?

  - If so, consider additional content language support.

Programmatic Implications Mid-Level Scores

Mid-level scores (Levels 3–4) may indicate a need for 1-3 more years of LL support services. School teams should consider:

- A balanced, long-term approach that focuses on *grade-level academic standards* and English proficiency standards, and utilizes strategies that increase comprehension and communication in English (e.g., sheltered instruction)

- Enhancement of both oral language and literacy development

- Providing L1 instruction (first language/bilingual education) and/or support where feasible
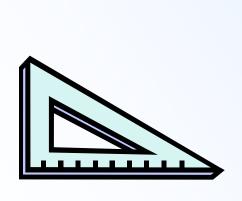
Programmatic Implications Beginner-Level Scores

Beginner level scores (Levels 1–2) may need 5 or 6 more years of EL support services. School teams should consider:

- Providing targeted communicative/social & instructional English
- Enrolling student in "newcomer" program if available and appropriate
- Using content-based strategies (e.g., sheltered instruction) and L1 instruction, if possible
- Scaffolding within programs and school
    - Graphic support
    - Peer support
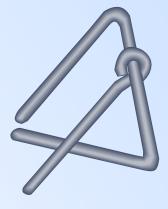   - Supplemental and modified materials

A Final Note About "Triangulating" Data

Although the ACCESS for ELLs test is more valid and reliable than previous ELP assessments, standardized tests are just one measure – in this case, of English language proficiency. Multiple data points that include formative assessment should *always* be used in making high-stakes decisions about students.
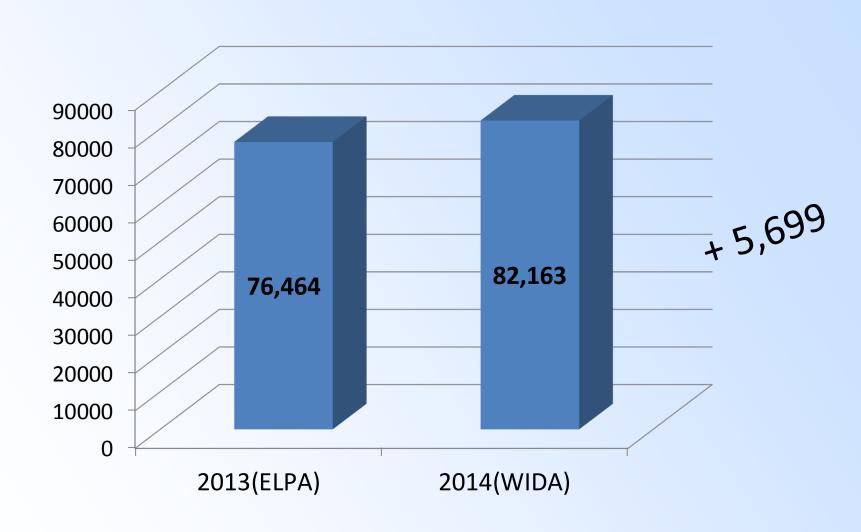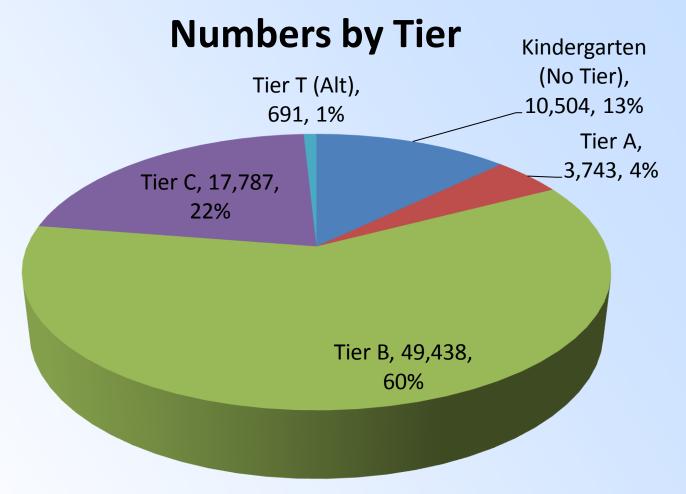
WIDA ACCESS 2014 Data

Ethnicity_Name	Total	% of Overall
Native Hawaiian or Other Pacific Islander	124	<1%
American Indian or Alaska Native	146	<1%
Black or African American	2,695	3.3%
Hispanic or Latino	34,196	41.6%
White	31,085	37.8%
Two or More Races	528	<1%
Asian	13,389	16.3%
Overall Total	82,163	

Gender	Total	% of Total
Male	43,665	53.1%
Female	38,498	46.9%

2013 ELPA and 2014 WIDA Total

Numbers by Tier

Tier T (Alt), 691, 1%

Kindergarten (No Tier), 10,504, 13%

Tier A, 3,743, 4%

Tier C, 17,787, 22%

Tier B, 49,438, 60%

No tier = Kindergarten
Tier T = Alternate ACCESS
Tier A = recent arrivals, literacy instruction in native language
Tier B = some academic language and literacy but not grade level
Tier C = are approaching grade level or will most likely meet exit protocol
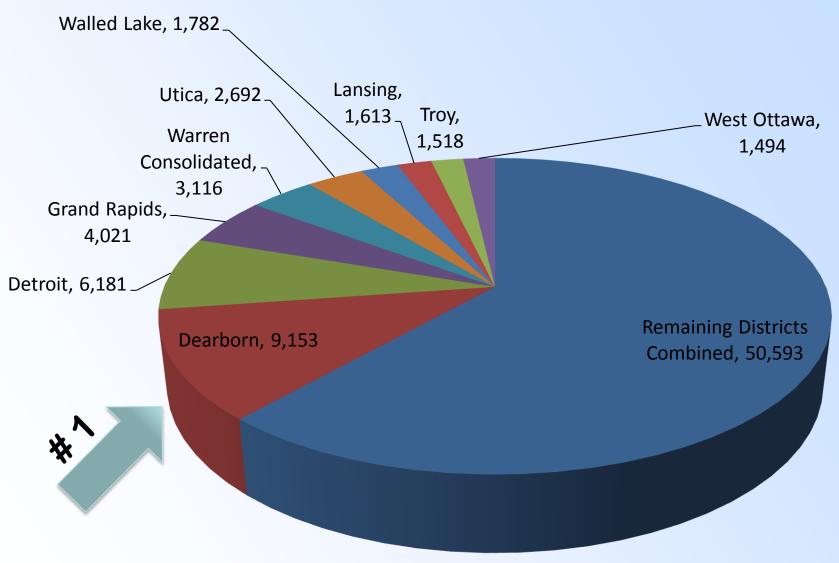
ACCESS for ELLs Tier Counts

	A	B	C
Grade 1	582	6372	2778
2	517	6147	2628
3	433	5279	2479
4	295	5184	1671
5	250	4067	1825
6	250	4050	1277
7	247	3825	869
8	241	3281	899
9	443	3345	858
10	306	3156	1018
11	95	2464	766
12	84	2268	719
Total	3743	49438	12381
	5.7%	75.4%	18.9%

- Higher than expected Tier C

- Our directive, when in doubt test up a tier

- Other 1st year states report similar high Tier C levels

Largest Tested Numbers by District

Walled Lake, 1,782

Utica, 2,692

Warren Consolidated, 3,116

Grand Rapids, 4,021

Detroit, 6,181

Dearborn, 9,153

Lansing, 1,613

Troy, 1,518

West Ottawa, 1,494

Remaining Districts Combined, 50,593

#1

2014 WIDA ACCESS Proficiency Level Counts

	1- Entering	2-Emerging	3-Developing	4-Expanding	5-Bridging	6-Reaching
K	4984	1589	1648	1300	858	125
% at Proficiency Level	47.4%	15.1%	15.7%	12.4%	8.2%	1.2%
1	545	1324	5103	1809	759	192
2	415	751	4022	2808	1068	228
% at Proficiency Level	5.0%	10.9%	48.0%	24.3%	9.6%	2.2%
3	323	329	1352	3314	1895	978
4	274	275	1226	3300	1408	667
5	264	274	1156	2707	1175	566
% at Proficiency Level	4.0%	4.1%	17.4%	43.4%	20.8%	10.3%
6	256	362	1483	2630	720	126
7	257	386	1491	2161	533	113
8	296	437	1379	1829	391	89
% at Proficiency Level	5.4%	7.9%	29.1%	44.3%	11.0%	2.2%
9	343	335	748	1398	1451	371
10	286	407	832	1388	1250	317
11	172	269	633	1233	786	232
12	179	291	701	1244	447	209

	Total Qualified to Exit based on MDE Entrance/Exit Criteria (Grades 3 – 12)	Total Tested
2014	3,093	82,163
2013	3,521	76,464

Office of Field Service's Entrance & Exit Protocol

Or go to www.michigan.gov/wida

2014 WIDA Alt. ACCESS Proficiency Level Counts

	A1 - Initiating	A2-Exploring	A3-Engaging	P1-Entering	P2-Emerging
1	3	4	17	13	8
2	0	4	16	13	17
% at Proficiency Level	3.2%	8.4%	34.7%	27.4%	26.3%
3	1	5	13	21	30
4	2	2	10	15	52
5	2	2	6	20	56
% at Proficiency Level	2.1%	3.8%	12.2%	23.6%	58.2%
6	2	0	4	11	60
7	3	1	4	13	43
8	0	3	4	14	40
% at Proficiency Level	2.5%	2.0%	5.9%	18.8%	70.8%
9	0	1	13	11	22
10	1	1	6	11	22
11	1	1	2	7	16
12	0	0	5	8	16
% at Proficiency Level	1.4%	2.1%	18.1%	25.7%	52.8%

Questions?

Jennifer Paul, EL Assessment Consultant,
Michigan Department of Education,
paulj@michigan.gov

Jason Kolb, WIDA Analyst,
Michigan Department of Education,
kolbj1@michigan.gov

Additional Resources:

www.michigan.gov/wida

www.wida.us